



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Fred P Hall School

SAU: Portland Public Schools

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2010-2011 NCLB Report Card



School: Fred P Hall School
SAU: Portland Public Schools
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	77	77	100	66	61	65	3	64	26	8	75	2
	2009-2010	82	78	95	88	66	73	15	73	9	3	78	0
Female	2008-2009	40	40	100	83	64	70	5	78	10	8		
	2009-2010	36	36	100	92	71	76	11	81	6	3		
Male	2008-2009	37	37	100	49	57	60	0	49	43	8		
	2009-2010	46	42	91	86	62	69	19	67	12	2		
Caucasian/White	2008-2009	57	57	100	72	70	66	4	68	23	5		
	2009-2010	61	59	97	92	80	74	19	73	7	2		
African American/Black	2008-2009	4	4	100		35	42						
	2009-2010	5	5	100		32	46						
Hispanic	2008-2009	2	2	100		55	51						
	2009-2010	3	1	33		22	58						
Asian or Pacific Islander	2008-2009	14	14	100	57	54	66	0	57	29	14		
	2009-2010	13	13	100	85	59	71	8	77	15	0		
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	24	24	100	42	44	53	8	33	38	21		
	2009-2010	32	28	88	79	44	62	4	75	14	7		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	64	42	36	18	45	27	9		
	2009-2010	20	16	80	81	39	38	6	75	19	0		
Limited English Proficient	2008-2009	19	19	100	42	34	40	0	42	42	16		
	2009-2010	15	14	93	79	36	45	0	79	14	7		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Fred P Hall School
SAU: Portland Public Schools
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	74	74	100	81	71	71	9	72	18	1	71	3
	2009-2010	78	77	99	71	60	67	22	49	16	13	74	3
Female	2008-2009	34	34	100	79	71	75	9	71	18	3		
	2009-2010	40	40	100	85	62	71	35	50	8	8		
Male	2008-2009	40	40	100	83	70	67	10	73	18	0		
	2009-2010	38	37	97	57	57	63	8	49	24	19		
Caucasian/White	2008-2009	61	61	100	89	79	71	11	77	10	2		
	2009-2010	62	62	100	74	70	68	23	52	16	10		
African American/Black	2008-2009	4	4	100		51	53						
	2009-2010	4	4	100		35	43						
Hispanic	2008-2009	2	2	100		55	66						
	2009-2010	0	0			50	59						
Asian or Pacific Islander	2008-2009	7	7	100	57	55	71	0	57	43	0		
	2009-2010	12	11	92	64	56	71	18	45	9	27		
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	16	16	100	44	53	60	6	38	56	0		
	2009-2010	24	23	96	61	42	56	17	43	13	26		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	57	41	43	14	43	36	7		
	2009-2010	16	16	100	44	27	34	13	31	13	44		
Limited English Proficient	2008-2009	8	8	100	13	42	47	0	13	88	0		
	2009-2010	15	14	93	57	38	46	14	43	14	29		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Fred P Hall School
SAU: Portland Public Schools
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	81	81	100	64	67	67	10	54	22	14	80	1
	2009-2010	80	80	100	81	73	72	19	63	14	5	77	3
Female	2008-2009	41	41	100	66	66	70	15	51	24	10		
	2009-2010	37	37	100	86	75	78	22	65	8	5		
Male	2008-2009	40	40	100	63	68	64	5	58	20	18		
	2009-2010	43	43	100	77	71	67	16	60	19	5		
Caucasian/White	2008-2009	53	53	100	81	80	67	15	66	17	2		
	2009-2010	65	65	100	88	82	73	22	66	11	2		
African American/Black	2008-2009	7	7	100	29	39	46	0	29	29	43		
	2009-2010	5	5	100		46	57						
Hispanic	2008-2009	2	2	100		38	56						
	2009-2010	3	3	100		68	70						
Asian or Pacific Islander	2008-2009	18	18	100	28	45	68	0	28	33	39		
	2009-2010	7	7	100		58	73						
American Indian or Native Alaskan	2008-2009	1	1	100			48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	28	28	100	29	48	53	7	21	39	32		
	2009-2010	23	23	100	61	55	62	9	52	26	13		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	58	37	31	17	42	17	25		
	2009-2010	16	16	100	63	45	36	13	50	31	6		
Limited English Proficient	2008-2009	22	22	100	18	33	39	0	18	41	41		
	2009-2010	9	9	100		42	49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Fred P Hall School
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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	77	77	100	61	57	70	6	55	22	17	75	2
	2009-2010	82	78	95	64	53	62	14	50	31	5	78	0
Female	2008-2009	40	40	100	68	55	68	8	60	20	13		
	2009-2010	36	36	100	61	51	61	14	47	33	6		
Male	2008-2009	37	37	100	54	60	71	5	49	24	22		
	2009-2010	46	42	91	67	56	63	14	52	29	5		
Caucasian/White	2008-2009	57	57	100	67	71	71	9	58	19	14		
	2009-2010	61	59	97	69	66	63	17	53	27	3		
African American/Black	2008-2009	4	4	100		25	45						
	2009-2010	5	5	100		18	31						
Hispanic	2008-2009	2	2	100		35	50						
	2009-2010	3	1	33		17	52						
Asian or Pacific Islander	2008-2009	14	14	100	57	48	70	0	57	14	29		
	2009-2010	13	13	100	46	51	65	8	38	46	8		
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	24	24	100	42	42	58	8	33	29	29		
	2009-2010	32	28	88	46	31	50	0	46	46	7		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	36	47	46	18	18	27	36		
	2009-2010	20	16	80	50	40	33	0	50	44	6		
Limited English Proficient	2008-2009	19	19	100	37	30	46	0	37	32	32		
	2009-2010	15	14	93	36	24	35	0	36	57	7		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	74	74	100	74	63	66	11	64	16	9	70	4
	2009-2010	78	77	99	64	50	62	21	43	14	22	74	3
Female	2008-2009	34	34	100	85	60	66	9	76	6	9		
	2009-2010	40	40	100	73	48	62	25	48	13	15		
Male	2008-2009	40	40	100	65	65	67	13	53	25	10		
	2009-2010	38	37	97	54	52	63	16	38	16	30		
Caucasian/White	2008-2009	61	61	100	82	73	67	11	70	13	5		
	2009-2010	62	62	100	68	62	63	23	45	13	19		
African American/Black	2008-2009	4	4	100		32	46						
	2009-2010	4	4	100		25	36						
Hispanic	2008-2009	2	2	100		55	61						
	2009-2010	0	0			24	45						
Asian or Pacific Islander	2008-2009	7	7	100	57	43	68	14	43	14	29		
	2009-2010	12	11	92	45	48	65	9	36	18	36		
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	16	16	100	38	44	54	6	31	25	38		
	2009-2010	24	23	96	52	33	50	22	30	13	35		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	57	42	41	21	36	36	7		
	2009-2010	16	16	100	44	28	36	25	19	13	44		
Limited English Proficient	2008-2009	8	8	100	13	31	43	0	13	25	63		
	2009-2010	15	14	93	43	26	38	7	36	14	43		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Fred P Hall School
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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	81	81	100	59	57	66	14	46	26	15	80	1
	2009-2010	80	80	100	79	56	64	19	60	11	10	76	4
Female	2008-2009	41	41	100	56	57	65	12	44	32	12		
	2009-2010	37	37	100	78	53	64	14	65	11	11		
Male	2008-2009	40	40	100	63	58	66	15	48	20	18		
	2009-2010	43	43	100	79	60	64	23	56	12	9		
Caucasian/White	2008-2009	53	53	100	72	68	67	19	53	23	6		
	2009-2010	65	65	100	85	69	65	20	65	12	3		
African American/Black	2008-2009	7	7	100	14	28	43	14	0	29	57		
	2009-2010	5	5	100		20	37						
Hispanic	2008-2009	2	2	100		29	52						
	2009-2010	3	3	100		44	55						
Asian or Pacific Islander	2008-2009	18	18	100	39	50	69	0	39	33	28		
	2009-2010	7	7	100		35	67						
American Indian or Native Alaskan	2008-2009	1	1	100			46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	28	28	100	39	42	53	7	32	29	32		
	2009-2010	23	23	100	52	31	51	4	48	17	30		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	50	32	38	8	42	25	25		
	2009-2010	16	16	100	69	35	34	19	50	25	6		
Limited English Proficient	2008-2009	22	22	100	32	33	40	0	32	32	36		
	2009-2010	9	9	100		22	38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Fred P Hall School
SAU: Portland Public Schools
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	98 98	99 99	78	68 69	71 69	100	99 99	99 99	67	55 57	63 61	96	95	95
Caucasian/White	100	99 99	99 99	85	79 79	71 69	100	99 99	99 99	75	67 66	64 62			
African American/Black	*	96 94	97 97	40	38 42	49 50	*	99 97	99 98	45	22 30	36 38			
Hispanic	*	99 100	97 99	*	49 40	63 59	*	100 100	99 100	*	29 23	51 46			
Asian or Pacific Islander	*	96 95	97 98	60	63 69	73 76	*	99 99	99 99	49	51 58	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	98 96	99 99	61	49 51	60 56	99	99 98	99 99	45	33 37	50 47			
Students with Disabilities	100	99 95	97 98	60	38 39	36 28	100	99 95	97 98	53	33 34	35 25			
Limited English Proficient	*	95 94	96 95	51	41 41	48 45	*	99 98	99 99	36	26 26	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	15	12	2	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>